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ABSTRACT

A three-year project was undertaken by the National Center for research in Vocational Education (Ohio State University, OH) to investigate time on task in vocational and technical classes. During the first year of the project, researchers used the direct observation method to collect time-on-task data pertaining to 10 teachers and 186 students in 10 secondary classes in comprehensive and area vocational schools located in four geographic sites. In the second year of the study, the researchers observed the activities of 152 secondary and 328 postsecondary students enrolled in 9 secondary and 16 postsecondary vocational classes. Based on these observations, a series of recommendations aimed at secondary and postsecondary vocational teachers was formulated to help these teachers improve their approach to increasing student time-on-task. Included among these recommendations were calls for teachers to ensure that other students are on task when using one-to-one instruction, to decrease time for breaks and interruptions of individual students, to encourage student independence, and to serve as a role model. The focus of the third year of the time-on-task study is on the development of guidelines for incorporating time-on-task criteria in vocational programs and teacher evaluations. (Appended to this report are a comparison of 20 time-on-task studies and two observation guides.) (MN)

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Relating Student Time on Task to Teacher Behaviors and Classroom Variables in Secondary and Postsecondary Vocational Education

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CONTENTS

	Page
Introduction	1
Importance of Time on Task	2
Study Methodology	5
Findings and Conclusions	8
Recommendations	12
Appendix	
Comparison of Related Studies	14
Observation Guides	19
References	21

INTRODUCTION

Time on task is one of the most critical variables associated with student productivity and achievement in school. The time during which students are actively engaged in learning activities is called time on task (Bloom 1977). The National Commission on Excellence in Education (1983) has successfully raised public and educational interest in the use of time available for learning in school. The Commission's recommendation that school time be extended to provide more opportunity for learning has prompted numerous educators to change the length of the school day or year and to view time as an important resource. At the National Forum on Excellence in Education held in Indianapolis in December, 1983, Secretary of Education T. H. Bell listed more efficient use of school time as one of nine goals for reforming education. Instead of extending school time, Bell urged that educators must "protect time on the task of learning at school by limiting the activities that cut into the same" (1983, p. 3).

Numerous other recommendations for increasing time on task have been made throughout the latter decade of time-on-task and effective schools research. Most of the research has been conducted in elementary and academic secondary classes, with scant attention to secondary vocational classes and none to postsecondary technical classes. Thus, although recommendations from those studies were provocative, they were not specifically oriented to vocational-technical classes. A tenet of the ecological psychology approach to improving education through increased time on task

is that results of research be used on context. Anderson (1981) synthesized that approach:

> In sum, then, the research suggests that effective instructional planning and implementation must be sensitive to contextual variables: understandings of what is to be taught, to whom it is to be taught, and the setting within which it is to be taught are necessary if instruction is to be associated with high degrees of time on task. (p. 300)

Consequently, a three-year project has been underway at the National Center for Research in Vocational Education to investigate time on task in vocational-technical classes. The objectives of the two years of the project completed to date have been to--

- develop observation procedures for determining time on task in vocational-technical classes
- to determine the proportions of time students and teachers spend on task
- to identify teacher behaviors and classroom variables positively associated with student time on task.

During the third year of the project, the primary objective is to formulate time-on-task criteria (based on the findings from the previous two years) to evaluate vocational-technical programs and teachers. The purpose of this paper is to report the results of the first two years of research and to briefly speculate about their ramifications for evaluation.

IMPORTANCE OF TIME ON TASK

Time use in schools has been investigated in studies since the late nineteenth century. Early efforts included establishing time as the unit of measure of education. As a result, the

Carnegie Unit has been the standard for determining the quantity of schooling. One unit is defined as a subject taught five periods a week for one academic year, with fifteen units required for graduating from high school (Anderson 1984).

Time not only can be measured, it also can be manipulated by educators. Few other variables that can impact learning can be manipulated directly. By increasing or decreasing the amount of time provided for learning, educators can ostensibly manipulate the students' opportunities to learn. Researchers found that although not consistent in all studies, increased time for learning results in higher levels of achievement.

Two theorists provided the foundation for most of the research. John Carroll's (1963) model included the factors of aptitude, ability, perseverance, opportunity to learn, and quantity of instruction reduced to the following formula:

$$\text{Degree of learning} = f\left(\frac{\text{time actually spent}}{\text{time needed}}\right)$$

Benjamin Bloom (1977) expanded Carroll's model into instructional strategy that he called "mastery learning". He also coined the phrase "time on task" (p. 682) to describe the time when a student is actively engaged in learning. Bloom felt that if students had enough time to learn and were encouraged to be actively engaged in learning during that time, then they would learn well.

The models developed by Carroll and Bloom led to numerous emperical, observation-based studies that fall into three categories: (1) time use in schools, (2) the time and achievement

relationship, and (3) the variables that influence student use of time (Anderson 1984). The studies indicate a wide range of results. Varying definitions and research methods make comparisons difficult. For example, in some studies time on task refers to the same phenomenon as engaged time. In other studies engaged time is considered a stricter measure of time when students are actively learning as opposed to simply doing the assigned task. Despite the inconsistencies, the studies provide a wealth of information that has become the time on task database for researchers and practioners. The Appendix briefly reviews several of the studies. Highlights from the studies are:

- The proportion of allocated time that students were engaged in learning tasks were related positively to achievement. In classes with the highest student engagement rates, the teacher had allocated more time for the learning activities (Fisher et al 1978).

- The number of days in a year students actually attend school is the most general measure of their involvement in learning (Caldwell, Huitt, and Graeber 1982). Overall, higher achieving schools have significantly better attendance than lower achieving schools (Frederick 1977).

- The length of the class or school day is not the critical factor in students' academic achievement. Student learning depends on how the available time is used (Stallings 1980).

- There is no known optimum time on task for most students, particularly the less academically successful students. However, less successful students need more time to learn than more successful students (Bloom 1977).

- Low-achieving students were engaged in academic content about 40 percent of the time compared with 85 percent engaged time for high achievers. Low achievers spent more time waiting and doing nothing than did high achievers (Evertson 1980).

- Different teaching methods should be used for different types of high school students to increase their time on task. Students with high aptitude and high academic self-concepts were more off task in group settings than in any other method. Regardless of type, more students were on task with two-way communication methods (Anderson and Scott 1978).

STUDY METHODOLOGY

The direct observation method was used to collect the data for this exploratory study. Previous studies indicated that the methodology influenced the results of time-on-task studies (Lomax and Cooley 1979, Karweit and Slavin 1980). Sampling segments of class time obscured the positive results for time on task because there was a great variability among classes and even within classes in the timing of on-task activities. Repeated observations (at least five times) were found more reliable and showed the greatest effects for time on task. Therefore, in this study, entire class periods were observed for at least five days each.

During the first year of the study, ten secondary classes were purposively selected in comprehensive and area vocational schools located in four geographic sites. The classes represented three service areas--agriculture, marketing and distribution, and trade and industrial education. The activities of 186 students and their ten teachers were observed and recorded, minute-by-minute, for ten class periods during two nonconsecutive weeks in the spring of 1982. A total of 11,400 minutes were observed and recorded.

During the second year of the study, nine secondary and sixteen postsecondary classes were purposively selected. The classes, located in two of the geographic sites used during the

previous year, represented four service areas--agriculture, business and office, trade and industrial, and technical education. The activities of 152 secondary and 328 postsecondary students were observed and recorded for 5,938 and 5,915 minutes respectively.

The observations were recorded on two types of observation guides which are included in the Appendix. One guide was used to record the minute-by-minute activities of all the students and the teacher. The second guide was used to record the interactions among teachers and students in a narrative style. The narratives addressed questions such as--

- how is the teacher maintaining the activity flow?
- What contextual variables appear to influence student time on task?
- What appear to be the time controls for student behavior?

A classification of student time was developed as depicted in figure 1. This classification divides student time into two main categories, time on and time off task. Time on task includes content and noncontent activities. Content includes basic skills, theory and practice of technical skills, employability skills, and certain youth organization activities. Noncontent includes setting up/cleaning up, other assigned work, and those youth organization activities not considered content-related. Time off task includes breaks and activities such as socializing, waiting/doing nothing, goofing off, leaving the room, and other off-task activities.

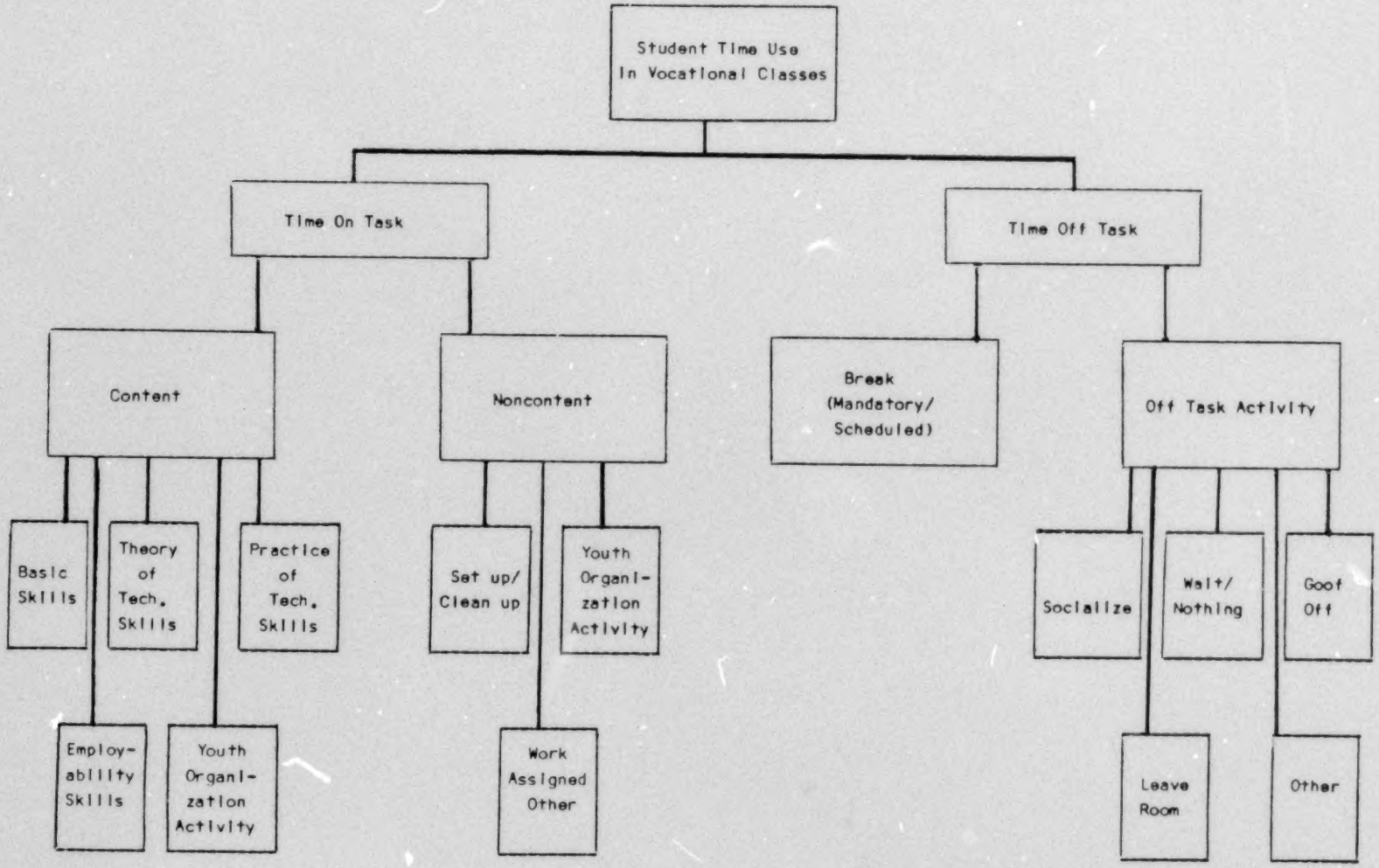


Figure I. Breakdown of student time use in vocational classes

The minute was used as the primary unit of measure since the data were collected on a minute-by-minute basis. To calculate the proportions of student time use on and off various activities, the following formula was used:

$$\frac{\text{number of student minutes spent on the activity}}{\text{number of class minutes x students present in the class}} = \text{proportion of time on the activity}$$

Computer based procedures from the Statistical Package for the Social Sciences (Nie et al. 1975) and PLOTALL (Seymour and Wiggins 1981) were used to analyze the data and produce pie charts and graphics. The primary data analysis was conducted by computing means of proportions of time and breaking them down by the explanatory variables. SPSS crossbreak procedures were used to study relationships among the variables. All analysis was done for the full sample and was replicated for each service area. The data were analyzed separately for the secondary and post-secondary classes because the student levels of maturity and motivation differ considerably.

FINDINGS AND CONCLUSIONS

During the first year of the study only secondary classes were observed. The percent of time on task found is shown in figure 2. The most important findings were:

- Teachers allocated 67 percent of the classtime for content-related activities and spent the remaining 33 percent of the time on noncontent activities which included managerial activities such as roll taking.

- Overall, students were on task (both content and noncontent) for 69 percent of the time. The proportion of student time on task was very similar

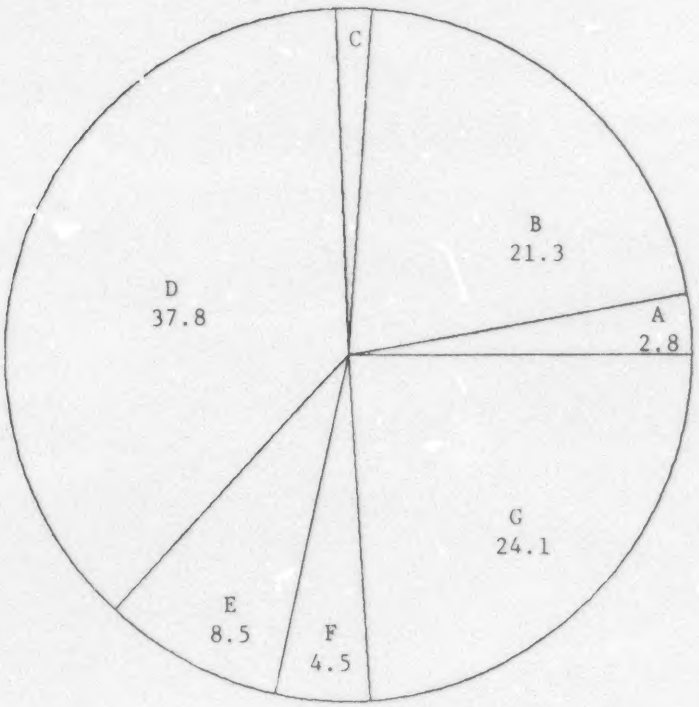
to the proportion found in the second year of the study.

- o There were significant differences ($p < 0.00$ for the proportions of student time on task among short (46 to 56 minutes), medium (111-126 minutes), and long (146-176 minutes) classes. The long classes had a significantly higher proportion of time on task.

- o Medium classes (15-17 students) had a significantly higher proportion ($p<0.01$ of time on task (77 percent) than large classes (24-26 students; 59 percent. Incidentally, the smallest class (7 students), which was not included in the calculations, had the highest mean of 86 percent time on task.

The student time on content (55.9 percent) appeared to be consistently less than the amount allocated by the teachers (67 percent). This divergence indicated that the students did not take full advantage of their opportunities to learn or practice skills. Wide variations of time use were found among the classes in the first year of the study. These differences indicated that numerous factors contributed to student time use, among which it appeared that teachers had a great deal of control over student use of time. These factors were investigated during the second year of the study.

Findings from the second year of the study indicated that secondary students were on task 71 percent of the time. The breakdown of student time is shown in figure 3. At the postsecondary level, the students were on task 74 percent of time as shown in figure 3. The same variables were investigated at both levels. There were considerable variations among the service areas and among the classes. The findings were stronger at the secondary level because the range of time on task (45 to 96 percent) was much greater than the range in postsecondary classes (78 to 90 percent). The key findings from the second year of the study were:

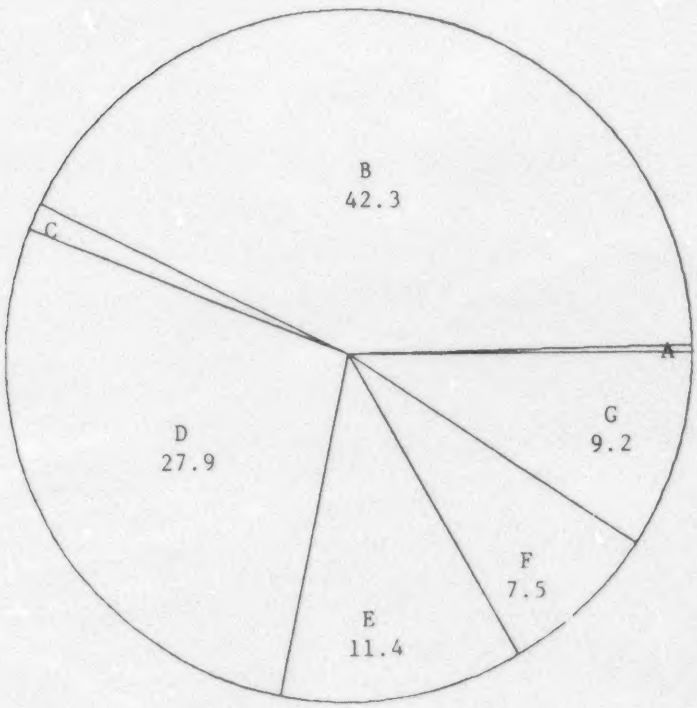


KEY

TIME ON TASK
A = BASIC SKILLS
B = THEORY/OTHER CONTENT
C = EMPLOYABILITY SKILLS
D = PRACTICE
E = NONCONTENT

NOT ON TASK
F = BREAK
G = TIME OFF TASK

FIGURE 2. PERCENTAGES OF TIME USED IN ALL SECONDARY CLASSES



KEY

TIME ON TASK
A = BASIC SKILLS
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D = PRACTICE
E = NONCONTENT

NOT ON TASK
F = BREAK
G = TIME OFF TASK

FIGURE 3. PERCENTAGES OF TIME USED IN ALL POSTSECONDARY CLASSES

- The most important teacher behavior related to student time on task was goal definition. Teachers who clearly stated goals to be accomplished by the class and by individuals had the highest proportion of student time on task.

- Goal definition was closely tied to another very important factor, teacher planning and organization. Teachers who were prepared to have goals accomplished had the necessary supplies, tools, and equipment on hand (especially at the secondary level), good planning was important in sequencing activities so that students would not have "down time" waiting for further instructions.

- Teachers who deliberately maximized the available time had higher proportions of student time on task. These teachers not only used time productively themselves, they were tuned in to their students' needs (teacher with-it-ness) so that students were not idle for long periods of time.

- The use of appropriate teaching methods was critical to student time on task. One-to-one instruction prevailed, with about a third of the teacher time on that method. When teachers had a high degree of sensitivity to all or most students' needs (with-it-ness), then one-to-one instruction was conducive to student time on task. In some secondary classes, however, students were frequently off task when their teachers worked with individual students. Secondary students required closer supervision through interaction and observation than did postsecondary students. In fact, in several postsecondary classes, the students were more on task when the teacher was out of the room or left them alone completely. The best teaching methods depended upon student grouping in most cases. When students practiced various skills in adjoining rooms, teachers who circulated, observed, and helped individuals occasionally had the highest proportions of time on task. The teacher method least conducive to student time on task was cleaning up or setting up. The teacher methods most conducive, in addition to one-to-one instruction, were observation, testing, inspecting work in progress, and explaining/demonstrating. Finally, teachers who used a variety of teaching methods and paced them to maintain a continuous flow of activities elicited a greater proportion of time on task than those teachers who only used a few teaching methods.

- Other teacher variables that related positively to student time on task were modeling the work ethic and providing world-of-work examples to support classwork, having positive expectations positively reinforcing students, and teacher content knowledge and skill proficiency.

- Student grouping was the most important classroom variable because it dictated to some degree the types of teacher methods necessary. The most pervasive student grouping in secondary classes was students located in more than one room and working on different types of tasks. In postsecondary classes the most common grouping was students in one classroom working on various types of tasks.

- While interruptions (from outside the classroom) did not significantly reduce time on task for all students, they did distract the individual students who were interrupted by, for example, other students who came into the classroom to chat with them. Overall, disruptions (from within the classroom) were minimal--about 1 percent--and did not appear to make much of a difference to time on task.

RECOMMENDATIONS

Several issues emerged from this exploratory study that have policy implications for vocational educators at both secondary and postsecondary levels. It is important, however, to recognize that the postsecondary students' maturity and motivation to be in school are significant factors in their being on task a greater proportion of time than secondary students. Nevertheless, postsecondary teachers can and should improve their approach to increasing student time on task because in some of their classes students do not maximize the time available. To increase time on task, secondary and postsecondary teachers should--

- define goals clearly,
- consider time an important resource,
- ensure that students' tasks are meaningful,
- improve and diversify teaching methods,
- Ensure that other students are on task when using one-to-one instruction,
- decrease time for breaks,
- decrease interuptions of individual students,
- encourage student independence,
- have positive expectations of students,
- provide positive reinforcement, and
- serve as a role model.

The results of the first two years of the study bear several implications for evaluation. In the third year of the time-on-task studies, guidelines are being developed to incorporate time-on-task criteria in vocational program evaluation. At the present time, federally-funded vocational programs are evaluated on the basis of the percentage of students placed in jobs related to their area of vocational education and employer satisfaction with former vocational students. Time-on-task criteria are also being considered for teacher evaluation, especially since the recent focus on excellence in schools has fueled the cause for merit pay for teachers. Therefore, time-on-task criteria are a promising addition for evaluating vocational programs and perhaps vocational educators.

COMPARISON OF TIME-ON-TASK STUDIES

Study/Report	Reference	Population	Procedures	Highlights
"A Model of School Learning"	Carroll, J. Teachers College Record 64 (1963): 723-733	6th graders	Programmed-instruction booklet developed to teach rules of an artificial foreign language.	Poor quality instruction retarded the learning rate of children of all IQ levels. It also affected perseverance of high-IQ children but had no significant effect on those with IQ's of 115 or below.
Discipline and Group Management in Classrooms	Kounin, J. S., NY: Holt, Rinehart, and Winston, 1970	Book includes a variety of studies. The Dimensions of Classroom Management Study used videotapes of elementary classrooms which also included a few emotionally disturbed children. Behavior of preselected children coded every 10 seconds during academic activities. When possible, preselected children included 8 emotionally disturbed and 8 nondisturbed children.	A second videotape study used 50 first and second grade classroom for a full day. 24 classes were in a suburb of Detroit and 26 in Detroit. Preselected children were coded for work involvement and deviance every 12 seconds. Teacher behaviors were coded separately.	Both effective and ineffective teachers handled distruptions similarly. Effective teachers prevented disruptions from occurring in the first place.
"Relationship of Discrete Classroom Behaviors to Fourth-Grade Academic Achievement"	Cobb, J. Journal of Educational Psychology 63 (1972): 74-80	102 fourth graders in 5 classrooms in 2 middle-class schools over 9 days	Observers coded 13 categories of on and off task behaviors.	Best predictor was proportion of time pupil was attending. Other on-off-task variables were also predictive of academic achievement.
Inside High School	Cusick, P. NY: Holt, Rinehart, and Winston, 1973	1 high school	Mainly based on qualitative data--interviews and observations--no formal definitions of behaviors or time.	High school students spent approximately 3 hrs/day on noncontent and approximately 1 1/2 hrs/day on content.
"Time and Learning"	Bloom, B. In Learning and Instruction. Wittrock, ed. Berkeley, CA: McCutchan, 1977, 586-597	Synthesis of existing studies of time and learning		Engagement rates were highly predictive of student achievement-accounting for as much as 3/5 variation in achievement.
"The Use of Classroom Time in High Schools Above or Below the Median Reading Score"	Frederick, W. Urban Education 11, no. 4 (1977): 459-464	184 classrooms in 27 Chicago public high schools; 12 schools were above median reading score, 15 were below	Every 5 minutes observers recorded the percentage of students present who were involved in the lesson. Interruptions, attendance and completed homework assignments were also recorded.	High-achieving schools had significantly better attendance, a higher level of involvement, fewer students going in and out, fewer interruptions, and more students doing the assigned homework than did low-achieving schools. High-achieving schools had about 75% of classroom time available for instruction, low-achieving schools had 51% of the time available.

Study/Report	Reference	Population	Procedures	Highlights
Instructional Dimensions Study	Brady, M; Clinton, D; Sweeney, J.; Peterson, M; and Poyner, H. Washington, DC: Kerscnner Associates, 1977.	elementary students	Classroom observation with transition time, down time, and management time included as allocated time	Average engagement rate for reading and math was about 60%*
"The Relationship Among Teaching Methods, Student Characteristics, and Student Involvement in Learning"	Anderson, L., and Scott, C. Journal of Teacher Education 29, no. 3 (1978): 52-57	100 nine through twelfth graders in a suburban high school; 15 students each from 7 humanities and social studies classes	Anderson's observation schedule to determine task-relevant behaviors. Classroom behavior of each student was coded once every 90 seconds by two observers. Verbal subtest of Lorge Thorndike Intelligence test used to measure scholastic aptitude. Scott Academic Self-Concept scale used to measure self-concept.	Students with low aptitude and low academic self-concept appear most affected by the variations in teaching methods. Students with high aptitude and high academic self-concepts were more off task in group setting than with other methods. More students, regardless of groups, tended to demonstrate task-relevant behavior when classroom discourse teaching methods were used. Major Findings--different students tend to benefit from different teaching methods.
Teaching Behaviors, Academic Learning Time and Student Achievement: Final Report of Phase III-B. (Beginning Teacher Evaluation Study)	Fisher, C., et al. Technical Report V-1. San Francisco: Far West Laboratories, 1978.	Elementary and secondary students	Classroom observations. Transition time, down time, and management time not included as allocated time.	Average engagement rate for reading and math 75%. Engaged time positively related to total reading achievement scores in second and fifth grades; to total math achievement scores in fifth grade.*
Training of Teachers Using Observation of BTES Variables	Brown, R. Washington, DC: National Institute for Education, 1979.	Same as above	40 classrooms observed by 20 student teachers.	Ceramics students were engaged 60% of the time; welding 62%; Biology 44%; English 87%; Music 54%; Woodshop 95%.
15,000 Hours: Secondary Schools and Their Effects on Children	Rutter, M. et al. Cambridge, MA: Harvard University Press, 1979.	12 London inner-city secondary schools	Qualitative Study - narrative descriptions from observations and interviews.	Children's classroom behavior was better in lesson-oriented structured classroom. Pupils attending 75% or more of the time had higher exam scores.
"Time, Teacher Comments, and Achievement in Urban High Schools"	Frederick, W.; Walberg, H.; and Rasher, S. Journal of Educational Research 73, no. 2 (Nov/Dec 1979): 63-65	Secondary students in 175 classrooms in 26 Chicago high schools.	Observations of time usage and teacher's behavior every 5 minutes for 2 periods. A running log also kept.	46.5% of the time was lost due to absences, lateness, inattention.

* Figures for comparison purposes in Caldwell, Huitt, and Graeber. "Time Spent in Learning: Implications from Research." Elementary School Journal no. 5 (1982): 471-480.

Study/Report	Reference	Population	Procedures	Highlights
"A Study of Schooling" (numerous articles have been published from this study)	Reported by K. Sirotnik in "Contextual Correlates of the Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes" in AERA Journal 19, no. 2 (Summer 1982): 275-292	362 junior high students and 525 senior high students selected from a purposive sample of 25 schools across the nation	5 minute interaction frames were used. 4-5-minute intervals evenly spaced during class period for 3 full periods.	In secondary classes grouping styles with students working alone less often and students in the upper tracks had more time on instruction. Association between most teacher variables and percent of class time spent on instruction and behavior either nonexistent or weak.
"A Study of Schooling Curriculum"	Klein, M.; Tyle, K.; & Wright, J. Phi Delta Kappan (Dec. 1979): 244-248	1064 teachers at 25 junior and senior high schools in 8 subject areas. Also did similar study with elementary classes.	Compared teacher interviews with observed data. Observers were present in 1016 sampled classes. Four 10-minute observations made in each class on 3 separate days.	Teacher perceptions of time on instruction = 70%, observation = 75%, perceived time on routine = 13%, observed = 20%, perceived time on behavior = 12%, observed = 4%
"Instructional, Context, and Individual Differences in Pupil Involvement in Learning Activity"	Cornbleth, C. and Korth, W., paper presented at AERA, San Francisco, 1979 (ED 171 409)	2 high- and 2 low-achievement students in 4 urban fourth grade classrooms	Individual behavior coded minutes by minute	Students engaged 67% time but varied significantly with subject. More allocated time in math/reading but less on task than social studies and science
School Policy, Leadership Style, Teacher Change, and Student Behavior in Eight Schools	Stallings, J., and Mohlman, G. Mountain View, CA: Stallings Teaching and Learning Institute, 1981	8 secondary schools in the San Francisco Bay Area, 43 teachers' classrooms	Observations of classrooms, questionnaires, interviews, review of existing school data, verbal interaction of teachers coded every 5 minutes	Schools where policies and rules clear and consistently enforced had higher teacher morale, fewer intrusions, less litter and vandalism, a lower absence rate, less class misbehavior, and more time on task.
"How Time is Spent in Elementary Classrooms"	Rosenshine, B. Journal of Classroom Interaction 17, no. 1 (1981): 16-25	6 second and fifth graders who ranged in 25th-65th percent only	Classroom observations recording engaged activities only (putting name on paper, or other transitional activities not included).	Second graders engaged about 2 hr. 30 min. or 40% of in-class time: language/math academically engaged overall rate 84% in teacher groups; 70% with seat work. Amount of interim and wait time consistent across classes; off-task time was not.

Study/Report	Reference	Population	Procedures	Highlights
"Classroom Management Practices in Industrial Education Laboratories: An Ecological Study"	Ponder, G. and Hinely, R. Journal of Industrial Teacher Education 19, no. 2 (1982): 27-37	10 industrial education student teachers in 3 high schools and 1 middle school	Narrative classroom observations of classroom management techniques	Purpose was to label and describe classroom management practices of smoothly run industrial education classes based on Kounin's criteria of task- engagement. "Better shops" had work involvement of 75% and 95%; others were below 50%.
A Place Called School	Goodlad, J. New York: McGraw-Hill, 1983	38 schools - elementary, junior and senior high: 1,350 teachers, 8,624 parents, 1,7163 students, 38 principals. Observed 1,016 classrooms.	Data collection teams observed, interviewed, and collected information from existing documents. Classroom observation methodology based on Stalling's work. Both qualitative and quantitative data were collected.	Study includes many components in addition to amount of class time spent on instruction was 70% at elementary level and around 75% in high school.
Time on Task In Selected Vocational Education Classes	Halasz, I., and Behm, K. The National Center for Research in Vocational Education, Columbus, 1983 (ED 229 528)	186 students and 10 teachers in 7 schools located in 4 states. 3 service areas--agriculture, marketing and distribution, and trade and industrial--included.	Observed, minute-by-minute, for ten entire class periods during two non-consecutive weeks in the spring of 1982. Over 11,400 minutes observed, recorded, and analyzed. Proportions of time calculated and comparisons conducted using F-tests and t-tests. Qualitative data also analyzed and reported.	Student time on task = 56% on content and 13% on noncontent. Time off task = 31%. Of time on task, 41% = technical skills, theory or practice. Teachers allocated 67% time for content and remaining 33% on managerial activities. Teachers spend 29% time on one-to-one instruction. Longest classes and classes with least students had highest proportions of time on task.

APPENDIX:

Comparison of Related Studies
Observation Guide I
Observation Guide II

Observation Guide I

CODES

Student Dispersement
- In one room — 1
- In two/more contig. rooms — 2
- In two/more noncontig. rooms — 3
- Away from school (e.g. field trip) — 4
- Other _____ — 5

Student Grouping
- Entire class — 1
- Mainly small groups — 2
- Mainly individuals — 3
- Combined small groups and individuals — 4
- Other _____ — 5

TEACHER (Opportunity to view students)
- See all students at a glance from one location — 1
- Easily see all students by walking around — 2
- Difficult but possible to see all students by walking around — 3
- No way to see all students even by walking around — 4
- Teacher not in class—no one in charge — 5
- Not applicable — 6

TEACHER (Opportunity to interact with students)
- Interact with all students within one room location — 1
- Easily interact with all students by walking around room/locations — 2
- No way to interact with all students even by walking around — 3
- Teacher not with students no one in charge — 4
- Not applicable — 5

TEACHER ROLE
- Observing all/interacting with all students in class — 1
- Observing and interacting with group/individual — 2
- Observing activity but not interacting (monitoring) — 3
- In room/office but not observing or interacting — 4
- Not in room at all — 5

TEACHER TASK (Purpose of teacher's behavior)
- Clarify goals — 01
- Present new condition — 02
- Review old condition — 03
- Provide for practice — 04
- Monitor/assess progress — 05
- Provide feedback — 06
- Correct poor learning — 07
- Clarify rules — 08
- Maintain activity flow — 09
- Discipline inappropriate behavior — 10
- Managerial/housekeeping tasks — 11
- Maintaining harmonious relationships with students — 12
- Teacher off task/inappropriate task — 13
- Other _____ — 14
- Can't code, can't decide — 15

TEACHER METHOD (Primary mode at this minute)
- One to one instruction — 01
- Question/answer — 02
- Discussing — 03
- Socializing — 04
- Lecture — 06
- Make announcements — 06
- Give directions, instructions — 07
- Demonstrate/explain — 08
- Use audio visuals — 09
- Test/quiz (written) — 10
- Inspect work in progress — 11
- Observe students practicing — 12
- Work on own (paperwork project) — 13
- Pass out materials — 14
- Help clean up, set up — 15
- Other _____ — 16

Identification Codes										Class		Teacher					Students Time on Task/Content						Students Time on Task/Non-Content							Students Time Off Task						Student Numbers		NOTES
Time	Date Mo	Date Day	Observer	Site	Level	School	Service Area	Class	Teacher Type	Dispersement	Grouping	Opp. to View	Opp. to Interact	Role	Task (Purpose)	Method (Primary Mode)	Basic Skills (Read., Write, Computat.)	Technical Skills/ Theory	Technical Skills/ Practice	Employability Skills	Youth Organization Activities	Other on Task/ Content	Youth Organization Activities	Assigned But Non-Content	Set Up/ Clean Up	Out of Room (Tutoring, etc.)	Scheduled/Mand. Breaks	Transitional (More Room to Room)	Other on Task/ Non-Content	Wait; Nothing	Boredom; Mild Goof; Not Others	Goof Off; Warrants Discipline	Restroom; Leave Room	Other Time Off Task	Students Enrolled	Students Present	
1																																						
2																																						
3																																						
4																																						
5																																						
6																																						
7																																						
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11																																						
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13																																						
14																																						
15																																						
	1 2 3 4	5 6	7 8	9	10 11 12 13 14 15 16 17	18	19	20 21 22 23 24 25 26	27 28 29 30 31 32 33	34 35 36 37 38	39 40 41 42 43 44 45	46 47 48 49 50	51 52 53 54 55	56 57 58 59 60	61 62 63 64 65 66																										

96A/1

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Observation
Guide II

CODES

- **Student Involvement**
  - All highly involved 1
  - Many highly involved 2
  - Mixed-some high, some low involvement 3
  - Many not highly involved 4
  - None highly involved 5
- **Teacher Withitness**
  - Sensitive to all—sensitive at many levels 1
  - Sensitive to most needs 2
  - So-so; variable sensitivity to needs 3
  - Not sensitive to most students 4
  - Not sensitive at all 5

01
02
03
04
05
06
07
08
09
10
11
12

NARRATIVE:

- How is teacher maintaining activity flow?
- Is teacher behavior appropriate; on task?
- What appear to be controls/standards for student behavior?
- What behavior setting/content variables seem to influence time on task?

	Time	Date Mo	Date Day	Observer	Site	Level	School	Service Area	Class	Teacher Type	Disruption (Internal)	Interruption (External)	Transitions	Students Involvement	Teacher Withitness	Code
1	:															
2	:															
3	:															
4	:															
5	:															
	1 2 3 4	5 6	7 8	9	10	11	12 13 14	15	16	17	18	19	20	21	22	23 24

ADDITIONAL NOTES:

20

866A/2

29

28

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